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PUBLISHING PROPOSALS: GUIDELINES FOR AUTHORS

NAME: Garth Stahl

AFFILIATION: University of South Australia

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We are committed to making publishing decisions as swiftly and efficiently as possible. However, obtaining reviews does take time and if there are any circumstances we should bear in mind from the point of view of timing, please do let us know.

We ask for sole consideration of the project whilst it is under review – or notification from you should you already have submitted this proposal to another publisher.

THE PROJECT

1. **Proposed title and subtitle**

Identities, Youth and Belonging: International Perspectives

2. **Brief description of project's scope and content**

This proposed edited collection draws on interdisciplinary perspectives of space and place in order to investigate young people's sense of belonging. The international collection aims to enhance our understanding of the theories employed in the study of youth identity practices as they negotiate a sense of belonging. More specifically, the contributors seek to understand the manner in which the practices, discourses and ethos of particular locales, spaces and institutions shape the dispositions and 'ways of being' for young people (Stahl and Habib, 2016).

Young people's negotiation of belonging in everyday life remains an emerging area of scholarship, with conceptual overlaps in how youth come to understand their positions in fragmented societies (cf. Clayton, 2011; Hopkins, 2010; Sanderson & Thomas, 2014). In the field of youth studies, we have seen an emphasis recently on how youth respond to social changes, contribute to social cohesion/fragmentation, and live out everyday multiculturalism in an increasingly globalised world (Butcher & Harris, 2010). On one hand, young people are depicted as enabling 'multicultural nation-building and social cohesion', whilst on the other,

they are paradoxically represented as ‘those most inclined towards regressive nationalism, fundamentalism and racism’ (Butcher & Harris, 2010: 449). However, the role of place and belonging is often absent in both theoretical approaches.

Identity construction takes place in and through the making of places, defined by Relph (1976, 141) as “directly experienced phenomena of the lived-world” and “fusions of human and natural order [that] are the significant centres of our immediate experiences of the world.” Theories of social change such as those of Beck (1992) and Giddens (1991) have had a significant impact on the sociology of youth (Woodman, 2009). However, as Farrugia argues: “The image of a homogeneous modernity must be replaced by a spatialised sociology of youth biographies that is open to the geographies of inequality that structure youth transitions” (2013, 300). Young people can and do construct status and meaningful identities for themselves through conceptions of belonging, investment in peer cultures and via relationships with ‘territories’ and places.

This content, scope, organisation of this proposed collection showcases theory-driven work on youth and belonging from diverse contexts. Empirical studies are included but the emphasis is on evaluating theoretical approaches to conceptions of youth and belonging. Submissions consider: the rural, urban, the virtual, artistic expressions, the local/national/transnational, and transitions, displacements and mobilities. Chapters also reference key sites and institutions in young people’s lives: school/college, universities, places of worship, virtual communities, the street, spaces of consumption, etc.

3. Proposed content

Chapter 1

‘Chained to a place’? The emotional imprint of class, identity and the fraying of belonging by Katie Blood, University of Nottingham Trent

Chapter 2

‘Growing up in ‘the ends’: identity, place and belonging in an urban east London neighbourhood by Joy White, Independent Researcher

Chapter 3

‘Do I belong? The potential of community that includes difference in contemporary times’ by Kate Cassidy, Brook University

Chapter 4

‘Using Bourdieu to Understand the Pathways to Belonging that are Forged by Young Students of Refugee Experience in Mainstream School’ by Fiona Pictona and Grant Banfield, Flinders University

Chapter 5

‘Transit and Transition: diaspora space, nomadity, and the contested landscape of higher education’ by Vicki Trowler, Independent Researcher

Chapter 6

‘Defining Desirable Youth and Spaces of Belonging: Ideological and Physical Territorialization in the News’ by Robert E. Gutsche, Jr. and Andrew Trabazo, Florida International University

Chapter 7

'Strategies of Belonging on Campus: Experience of Being Kurdish at a Turkish College' by Baris İsci Pembeci, Washington University in St. Louis

Chapter 8

'Religion and (re)negotiation of belonging among Zimbabwean migrant youths in South Africa' by Charles Dube, University of Stellenbosch

Chapter 9

'Virtual Communities As Safe Spaces Created By Young Feminists Identity, Mobility and Social Inclusion' by Raquel Miño-Puigcercós and Pablo Rivera-Vargas, Universitat de Barcelona

Chapter 10

'Young Indonesian Musicians, Temporary Mobilities and Feeling at Home' by Oki Rahadiano Sutopo, Universitas Gadjah Mada

Chapter 1

'Chained to a place'? The emotional imprint of class, identity and the fraying of belonging' by Katie Blood

Through mobilising Bourdieu's conceptual tools habitus, capitals and field (social space) exploration is given to the trajectories of young inhabitants of a small 'left behind' working-class town situated in the English Midlands. Given their inherited localised capital, the young people's decision-making processes regarding their future pathways are investigated as a situated (structured) and situating (structuring) biographical process. As Bourdieu (1984:110) states: "to a given volume of inherited capital there corresponds a band of more or less equally probable trajectories leading to more or less equivalent positions (this is the field of the possibles objectively offered to a given agent).." Thus this investigation of the geographical dimensions and localised effects (local fields of possibilities or otherwise) on decision-making examines not only class as geography (the ways in which people's lives interpenetrate through 'trajectory effects' including one's hometown), but geography as destiny.

Significant issues regarding the regional configuration of the locale and the uninterrupted spatial context of everyday life in the town include confinement through monoculture inflexibility and a lack of connections through proximity. This resulting in socially restricted networks concentrated here rather than being diffuse. The consequence of this is a tension between structure and agency and class coherence representing continuity and deviation in terms of geographical (and social) mobility. A working-class habitus is therefore understood to be an obstacle to, not antithetical to, 'successful' outcomes.

In terms of the contribution to the theory of belonging, I mobilise the concept of a "pull and tug" (Ingram, 2011) of the habitus to describe the unsettling/destabilising nature of a split habitus. This is pertinent for those with (working)class-based habituses who experience forms of social mobility for example through education. Findings from my research suggest that attachments to family/hometown can and do result in self-exclusion with any potential disruption to such sense of belonging perceived to be a risk. Thus, in such cases, belonging is identified as facilitating class reproduction.

Chapter 2

'Growing up in 'the ends': identity, place and belonging in an urban east London neighbourhood' by Joy White

Austerity measures implemented as a response to the Global Financial Crisis in 2008 have had an enduring impact on young lives in urban multicultural settings. Young people come up against 'interdictory spaces' or spaces that are designed to keep out those deemed to be undesirable (Bauman 2007).

In the UK, 'the ends' is a colloquial term used by young people in urban settings to denote local, familiar neighbourhoods (Reynolds 2013; White 2016). Between 2007 and 2012, I interviewed 40 people aged 18-40 who were involved in the production of grime music. The respondents in my study had grown up in 'the ends'. In response to the questions: 'Where did you grow up?' and 'How would you describe your area?', it appeared that most felt that they resided in areas of advanced marginality (Wacquant 2007). Recurring themes included growing up in neighbourhoods that were 'humble' or that 'didn't have much'. In east London, these responses are amplified by the recent arrival of a 'kinetic elite' (Earle 2011) that can afford to live in a newly gentrified landscape (MacRury & Poynter 2009; Hanna & Bosetti 2015). In this rapidly changing topography, young people, particularly the urban poor, are often rendered out of time and out of place. Gathering in public becomes a site in which urban marginality is produced and contested.

Drawing on my empirical research as its starting point, this paper will explore how young people construct a sense of belonging in 'the ends'. It will also consider how these areas operate sites of validation, recognition and resistance.

Chapter 3

'Do I belong? The potential of community that includes difference in contemporary times' by Kate Cassidy

The construct of belonging is inextricably tied to ideas of community. However, some scholars have cautioned that community of the past has been rooted in ideals of unity, harmony, and belonging based on similarity (Abowitz, 1999; Furman, 1998; Noddings, 1996). Community belonging that includes difference is an important area of research in current times of increasing cultural diversity within communities shaped by global mobility (Fendler, 2006; Shields, 2002). This chapter explores questions of belonging, individuality, and community from the perspective of over 400 Canadian middle school youth who were asked to imagine a class where students feel like they belong, where everyone is accepted, and everyone is committed to getting along and working well together. Themes in what the children expressed point toward one overarching ontology (Being-in-Relation) and five community attributes (Supporting Others, Dialogue, An Ethic of Respect and Care, Safety, and Healthy Conflict). These themes are explored through various theories of community (McMillan & Chavis, 1986; Sarason, 1974; Abowitz, 1999; Fendler, 2006; Furman, 1998; Noddings, 1986; Shields, 2000) and are expanded through Martin Buber's (1970) ideas on being-in-relation. This chapter provides greater insight into the nature and attributes of a social framework where individuals experience relationships of belonging that also include a value for difference.

Chapter 4

'Using Bourdieu to Understand the Pathways to Belonging that are Forged by Young Students of Refugee Experience in Mainstream School' by Fiona Pictona and Grant Banfield

This chapter details a Bourdieusian 'field theory' approach to understanding the lived experiences of young refugee students negotiating their ways through, and re-making their identities within, mainstream schooling. The chapter draws on a recent ethnographic study

conducted by the lead author that examined the lives of five young people forging pathways to belonging in an Australian primary school. It theorised belonging as a dynamic process shaped by cultural and structural factors of schooling.

Following Bourdieu, the chapter unpacks the idea of 'the school' as a 'field of activity' governed by certain 'rules of the game'. Drawing on data from the ethnographic study, we show that Bourdieu's field theory opens the possibility for nuanced appreciation of the structural and structured complexities conditioning youth identity formation. The pathways to belonging negotiated by the students of refugee experience are shown to be struggles within and across fields of activity over the acquisition of cultural capital and habitus.

The chapter considers recent critiques of Bourdieusian social theory - most notably that of British sociologist Margaret Archer – and how these might be applied to further advance the theoretical understanding of youth, place and belonging. The pivot around which we consider Bourdieu and Archer is human agency. We argue that where Bourdieu places weight on structural conditioning (via 'habitus') Archer emphasizes reflexive deliberation (via 'internal conversation'). We suggest that these two approaches are not incompatible but can be synthesized in a way that illuminates a robust account of agency.

Chapter 5

'Transit and Transition: diaspora space, nomadity, and the contested landscape of higher education' by Vicki Trowler

Universities have been cast as a "liminal transitional space" (Field & Morgan-Klein 2010), which brings into question uncritical notions of "belonging" (as, e.g., assumed by Tinto's 1993 student retention model). With massification of higher education and an increased focus on widening participation in many countries, the demographics of the student body have been changing, challenging the essentialised notion of "the student" so central to the policy imaginarium.

This chapter critically examines the question of student "belonging" as invoked in models of transition ("into", "through", and "out of" university – Wayne *et al* 2016), engagement (Thomas 2012) and retention (Kuh & Love 2000) and contrasts it with understandings which arise through conceiving of universities as "contested landscapes" (Bender 2001), "diaspora space" (Brah 1996), viewed through the lens of "nomadic theory" (Braidotti 2011). Recognising that space is inherently historicised (Massey 1994), these latter perspectives consider the complexities of power, space, time and movement, and provide theoretical tools to position the university as a site of contestation of identity, inclusion/exclusion, belonging/ otherness, and mattering/marginality.

Rejecting the simplistic construct of "the learning journey", this chapter embraces space and movement as literal and metaphoric embodiments of the multiple simultaneous, multidirectional and often contradictory dimensions of transit and transition authored and experienced by students in the construction and location of their identities and their "imagined communities" (Trowler 2016).

Chapter 6

'Defining Desirable Youth and Spaces of Belonging: Ideological and Physical Territorialization in the News' by Robert E. Gutsche, Jr. and Andrew Trabazo

This chapter addresses the institutional influence of journalism upon the creation and maintenance of public moral panics related to youth, disorder, and social cohesion. Such processes lead to banishment, ideological ostracism, and social surveillance felt across the globe as youth attempt to find a sense of self-worth and collective action. By addressing journalism as a source of indoctrination to dominant ideological norms, this chapter discusses systematic and collaborative efforts of institutions to shape interpretations of belonging. By examining specific news discourses, this chapter reveals the power of press narratives of disorder, the role of myth in creating cohesion through control, and intersections of

race/gender/geography. Cases identified include 1) racialized and heteronormative news coverage of US sports organizations said to be safe spaces of belonging, 2) UK journalism about perceived relationships between youth crime and migration of Muslim populations, signaling dominant ideological bents toward acceptable faith and religious groups, 3) intersections of social media and civic engagement by youth in Chile, appearing in the press as “devious” mass protests and indicating the dangers of speaking out. Despite continental and topical divides, each case addresses media messages of place and of belonging through indoctrination to who and what are acceptable, measurements of which influence public policing, social policies, and of acceptance and banishment. Moreover, this chapter explicates processes of normalizing ideological oppression of youth in the news alongside socio-political institutions and cultural messages that support corporate and militarized society in ways that appear – on the surface – banal and benign.

Chapter 7

‘Strategies of Belonging on Campus: Experience of Being Kurdish at a Turkish College’ by Baris İsci Pembeci

This proposed chapter investigates the strategies of belonging the Kurdish students develop in a college campus in western Turkey where they face labeling, stereotyping and discrimination in their daily engagements with the university administration, the campus police, the Turkish students and the university personnel. By taking an anthropological perspective, it asks whether and how ethnicity shapes the experiences of Kurdish students in constructing status and meaningful ways of being in a discriminatory college campus. College campus is investigated as a microcosm of Turkish society, with its diverse population of students, staff and faculty; its hierarchies and habits; its cultural frameworks pertaining to ethnic differences; and the relations of power and meaning that shape everyday practices in classrooms, offices, sports teams, student clubs, cafeterias and dormitories. The theoretical agenda of this study is to contribute to the conceptualization of belonging by stressing the role of place. Many studies within the framework of belonging have explored the ways in which identifications are constructed, performed and articulated by the youth, but significance and role of place in shaping youth identifications are often neglected. This study of the strategies of belonging on a campus treats the campus as a place that influences the senses of belonging and attachment experienced by college students in their daily lives. It conceptualizes the campus as an ordinary space which is made meaningful and the experience of which is always socially constructed. College students bring in different ways of thinking and acting to the campus and routinely encounter one another in their daily lives, negotiate difference and develop ways of living together in a shared place. The study asks how the spatial meanings are established in reference to ethnicity and how the politics of belonging and the politics of place link up on the campus. This study also aims to contribute to the research on youth by documenting the experiences of minority students to learn about the nature of ethnic discrimination within the university and how the individuals interpret discrimination and conceptualize strategies for dealing with social and cultural exclusion. The chapter also considers how the politics of belonging are affected by the historical trajectory of ethnic relations and state discourse in Turkey. For this study, in addition to two years of participant observation of the Kurdish students at the Mugla University campus; one-to-one, un-structured interviews were conducted with thirty Kurdish students, enabling them to share their stories and provide rich insights into how they experience discrimination and claim recognition and inclusion.

Chapter 8

‘Religion and (re)negotiation of belonging among Zimbabwean migrant youths in South Africa’ by Charles Dube

Studies of migrant churches have emphasised more on church themselves than the daily lives of church members beyond the social surveillance and immediate influence of the church. Using Forward in Faith Ministries International (FIFMI) as my focal point, a Pentecostal church spread across more than 100 countries globally, this paper focuses on the capacity of Zimbabwean migrant churches in South Africa to reach into and shape migrant youths' daily lives through ideologies, doctrines and practices. I wish to find out how a church that has very specific social and theological structures, practices, ideologies regarding socialisation inculcate these values among its youths in everyday situations where they are confronted with economic challenges and high levels of social diversity. What potential contradictions in beliefs and ideologies of belonging are created by the youths as they negotiate their identity as members of Together Church and as people who are part of a broader social, political and economic environment beyond the church setting? Is it possible that young people may find ways to be superficial and convivial with non-congregants in order to get along with them? I use qualitative data to argue that while they hear the message of the church about the polluting world, in real life, the youths arrange their lives and make pragmatic decisions by themselves. Through this experience outside the church, they arrive at a kind of ethics of conviviality as a way to carve out social relations with people who are not members of the church.

Chapter 9

'Virtual Communities As Safe Spaces Created By Young Feminists Identity, Mobility and Social Inclusion' by Raquel Miño-Puigcercós and Pablo Rivera-Vargas

The recent and growing global phenomena of virtual communities requires academics to consider the virtual places (White & Le Cornu, 2011) created and frequented by young people and its own sociocultural practices and ethos. According to Jenkins, Ito & boyd (2016:16) these communities may be seen as alternatives for young people since "they represent different structures of knowledge, status and reputation, or norms and values". They have become a key site in young people's lives and therefore we will analyse the theoretical implications related with identity, mobilities and social inclusion. This analysis will be routed in postmodern theories (Beck, Giddens & Lash 1997; Beck, 2006; Bauman, 2007, 2013) and belonging approaches, paying attention at the existence of a group of people - in relation to others - (Augé, 1997) who recognize common symbols and languages (Castells, 1997) and who construct a collective identity through social cohesion (Turner, 1990).

We draw on the results of a virtual (Hine, 2005) and multisited (Falzon, 2009) case we conducted as a part of a Spanish national project to explore the creation of a virtual safe space by young feminists. According to the participants of this community, the creation of a safe virtual place answers to the lack of daily life sites to discuss and construct their feminist discourses and identities. Those participants emphasized the need to share how it is like to be a woman in a patriarchal hegemonic global context "which dismiss women's attempts at speech as 'irrelevant', 'personal', 'subjective' or 'particular' (Lewis, Sharp, Remnant & Redpath, 2015).

In the chapter we approach three main issues. First, how do the youth -together with adults- ideate sociocultural practices to create and maintain safe virtual spaces of belonging, discussing and building their identity (Arnseth & Silseth, 2013). Secondly, how do young people conceive and transit between a safe virtual feminist space to patriarchal face-to-face social contexts (Leander, Phillips & Headrick, 2010). Finally, how "down to top" initiatives can promote social inclusion (Ottone & Sojo, 2007) and equity, pointing out the singularities of networked and participatory cultures.

Chapter 10

'Young Indonesian Musicians, Temporary Mobilities and Feeling at Home' by Oki Rahadianto Sutopo

Using ethnographic and interview data, this article explores temporary mobilities as a strategy to keep the balance between sense of local belonging and build upward career mobility at a national and international level among young Indonesian musicians. The narratives of young Indonesian musicians in this study demonstrates embeddedness within family and local community, the ability to contribute to society, the maintenance of musical idealism and feeling at home is considered as an important part of becoming a successful musician. For the young musicians, to be successful and achieve career progress is not only a matter of recognition, fame, and financial gain; belonging to place and people that matter to them remains important (Cuervo and Wyn, 2014). This challenges the grand narrative of individualisation and construction of DIY biography (Beck, 1992; Beck and Beck-Gernsheim, 2002) and becoming entrepreneurial self (Kelly, 2007), which is considered as a dominant discourse in the neoliberal and risk society era. Moreover, this article argues that the accumulation of network capital (Urry, 2007), social capital and embodied cultural capital (Bourdieu, 1986) and the capacity to flexibly translate valuable forms of capital at an individual level (Lahire, 2003) in the context of rapid social change (Wyn and Woodman, 2006; Woodman and Wyn, 2015; Woodman and Bennett, 2015) is important to maintain the sustainability of temporary mobilities as a strategy of struggle in the multiple and hierarchical music fields. Theoretically, the article contributes to the theory of youth and belonging by eclectically combining frameworks from Bourdieu, Beck and Urry and critically contextualizes to the experiences of young Indonesian musicians as a representation of youth from the Global South.

4. Market

a) Please indicate the primary market for your project

We intend for the collection to be of to scholars in youth studies; human geography; sociology; social theory; spatial theory; and intersectionality. This will be of interest to academics and students researching and publishing in these areas. We envision the chapters capped at 5000 words so their pithy nature will make it more accessible to undergraduates 1st/2nd/3rd as well as postgraduates. In Australia, the United Kingdom, Canada and the United States the topic areas of Sociology, Cultural Studies and Youth Studies are embedded parts of the curriculum at the majority of institutions.

b) Please list any secondary markets that may exist for the project (e.g. academic associations, professional bodies, etc.)

We would showcase this scholarship in: British Educational Research Association (BERA), Australian Association for Research in Education (AARE), The Australian Sociological Association (TASA). Each of the editors are involved with each of these associations.

c) If the main audience for the work comprises academics, will the work be suitable for publication as part of Palgrave Pivot (i.e. between 20-50,000 words in length). More information on Palgrave Pivot can be found at www.palgrave.com/pivot

We believe this work will be well suited for a Palgrave Pivot as it aims to come in at around 50,000 words with each chapter capped at 5,000 words including citations. We see this work as short, sharp and provocative. There will also be a short introduction outlining the most current arguments concerning youth and belonging to date and how the collection seeks to break new ground.

5. Competition

Currently there does not exist an edited collection examining youth and belonging. We acknowledge belonging is a wide umbrella term that requires more academic rigor; however, as for marketing purposes belonging does appeal in multiple fields and therefore the work should be marketed widely. We also draw attention to the international angle in the collection which will increase its marketability. Within youth studies, belonging (and non-belonging) has featured in the various editions of the Handbook of Children and Youth Studies and some articles. It has not been the topic of a special issue. When we put out a call from abstracts we received a substantial response which is encouraging. This has a high potential to be a pioneering collection with chapters from several countries and also drawing on youth in a variety of contexts (rural, urban, higher education, etc).

6. Additional Information

a) How long do you expect the project to be overall (in thousands of words)?

50,000 words

b) Will any of your work included in this manuscript have been published previously? This might include (either in their entirety or in significant sections) journal articles, working papers, chapters in edited collections, etc. Please note that we require the ability to publish and sell the work in print and digital formats and will need to ensure that all relevant permissions are cleared in order to proceed with publication.

The aim of this collection is to be cutting edge and provocative. The work has not appeared elsewhere though much of it builds on empirical research represented in other publications. The authors are under strict instructions that their take on belonging must feature prominently in their scholarship.

c) Seeking permission from copyright holders can be very time consuming and expensive. We therefore recommend that you keep to a minimum the inclusion of third party material (such as tables, figures, illustrations, photographs, quotations, and epigraphs). If you cannot avoid including such material please be aware that, unless otherwise agreed with your editor, it will be your responsibility to obtain permission to use the material in print and online. Please confirm whether you intend to include third party material and supply details.

Authors may find further information on permissions and copyright [here](#).

We do not envision any third party material.

d) Will the project include interviews carried out by you or your contributors? If so please give details.

N/A.

e) Is the book based on your PhD/PhD research? If so, is your thesis available electronically anywhere, e.g. an institutional repository?

N/A.

f) If your proposal stems from a specific research project please provide details of the project and the relevant funding bodies below.

N/A.

- g) Does the project require any illustration? Please indicate whether you envisage including any of the following and, if so, approximately how many.

N/A.

Tables	[]
Graphs/charts	[]
Line diagrams	[]
Photographs	[]
Plate section	[]
Other	[]

N/A.

- h) Are there any other particular features you plan for the project? For example, books aimed primarily at a student market may include pedagogical features including learning objectives, case studies, worked examples, further reading, etc.

We feel belonging is a cutting-edge and developing area and – as a discourse of study – not a the point where pedagogical guides can be developed.

- i) Do you plan any ancillary content to accompany the main text? For student textbooks this may consist of content available via a companion website (e.g. PowerPoint slides, revision questions, additional case studies, useful web links, etc.)
- j) When do you realistically propose to deliver a final typescript?

Timeline

Submit to Palgrave February 2017
Sign-off from the Palgrave by April 2017,
Authors to Submit full drafts of chapters by September
Editors to return chapters by October 2017
Authors to return chapter to us within a month November
Full submission December 2017.
Release in 2018.

- k) At Palgrave Macmillan the peer review system is an integral part of the book submission and evaluation process. The peer review system ensures that published research is rigorous and meets the international standards set by each discipline. We engage in a collaborative refereeing process which ensures that the work submitted is evaluated and commented upon by independent experts within the relevant field(s). The feedback is then shared with the author; however, the reviewer's name is not disclosed unless specifically requested by the reviewer.
Please provide names and affiliations of 3-5 experts in your area who are well-positioned to evaluate the project and offer feedback. Peer reviewers should be experienced scholars with a track record in the area. We ask that the names below be unbiased and do not include scholars in your department, from your thesis committee, or that have served in an advisory capacity to you or the project in the past. Please note that we consider these suggestions and we may not necessarily use them.

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I) Why did you choose to submit your proposal to Palgrave Macmillan?

We chose to submit our proposal to Palgrave based on two factors: 1) the Palgrave Pivot model and 2) the reputation of the publisher amongst our colleagues.

7. Author Information

Please provide below complete contact information for yourself and any co-authors/co-editors, along with a biography and a full CV for each author/editor. For edited collections please provide the names, positions and affiliations and/or 1-2 line bios (but not full contact details) of all contributors.

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Short biography

- Garth Stahl is a theorist of sociology of education. His research interests lie on the nexus of neoliberalism and socio-cultural studies of education, identity, equity/inequality, and social change. Currently, his research projects and publications encompass theoretical and empirical studies of learner identities, gender and youth, sociology of schooling in a neoliberal age, gendered subjectivities, equity and difference, and educational reform. Of particular interest are exploring neoliberal counternarratives around 'value' and 'respectability' for working-class youth.
- Garth Stahl regularly does blogs for The Conversation and has one piece in The Guardian. He is active on Twitter @garthstahl and LinkedIn.

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Sadia Habib has recently completed her doctorate at Goldsmiths, University of London in Educational Research. She has taught 11 to 18 year olds in Greater Manchester and South London. She is interested in researching young people's identities. She has blogged for The Conversation and The Sociological Review. She is a co-editor of the popular blog The Sociological Imagination which has over 24 thousand followers.

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Michael R.M Ward, Ph.D. is a Lecturer in Applied Social Sciences at Swansea University. His work centres on the performance of working-class masculinities within and beyond educational institutions and he is the author of the award winning 2015 book *From Labouring to Learning, Working-class Masculinities, Education and De-industrialization* (Palgrave MacMillan). He is also the editor of *Gender Identity and Research Relationships* in the Studies in Qualitative Methods book series (Emerald) and *Degrees of Injustice: Social Class Inequalities in University Admissions, Experiences and Outcomes* (Routledge). In addition, Mike is co-convenor of the BSA Education Study Group and editorial board member for Sociological Research Online and the Journal of Boyhood Studies.